

ABSTRACT

DISSERTATION/THESIS/RESEARCH PAPER/CREATIVE PROJECT: Understanding the Role of Critical Incidents in Relation to Self-Efficacy During Course-Embedded Preservice Teacher Field Experiences: A Qualitative Study

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This qualitative, collective case study documented the development of the self-efficacy beliefs of special education preservice candidates during one semester of a course-embedded field experience in a small, private, faith-based university in the Midwest. Interviews of candidates regarding critical incidents in field experiences as documented by participants, took place to provide an in-depth within-case and cross-case analysis of the course-embedded field experience as it influences candidate self-efficacy.